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Patriotism Through Education Series

Annual Report upon  
the Educational Work  
of  
The National Security League

BY

ROBERT McNUTT McELROY

Educational Director



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UNIVERSITY OF ILLINOIS

# Annual Report of the Educational Director of The National Security League August 1917—August 1918

On August 29, 1917, I entered upon my duties as Educational Director of the National Security League, having already served for about a month as Chairman of the Committee of Patriotism Through Education. The duties of these offices were but vaguely defined, and the equipment consisted of a desk in a small room in the old quarters of the League, at 31 Pine Street, and a card index of about a thousand speakers enrolled by Professor Albert Bushnell Hart, who had been the first Chairman of the Committee on Patriotism Through Education. But very little machinery was then needed, as it was quite easy to carry in one's head all details connected with the work of the Bureau.

By degrees, however, the activities of the Speaker's Bureau increased and a more systematic handling of engagements became necessary.

Next came the development of the idea, originally suggested by Mr. Menken, of bringing the great universities and colleges of this country to an interest in the work of the League. Mr. Menken's idea had been that ultimately we might hope to have four salaried representatives—one in the East, one in the South, one in the Middle West, and one in the far West, who would devote their entire time to speaking upon the question of American patriotism and kindred subjects.

## I.—The Representatives of Universities.

Our first general educational conference was held at the Hotel Astor on July 26th, 1917. There were present, in addition to the representatives of the League, the Federal Commissioner of Education, the President of Vassar College, a repre-

8.8.33. E44oh. Oregon Univ. Lib. Eugene

sentative of the Mayor's Committee on National Defense, and the State Commissioners of Education of New York, New Jersey, West Virginia, Kentucky and Delaware. The most important action taken was the approval of a plan for bringing the Federal Commissioner of Education, the representatives of universities and the representatives of public schools into an organization designed to emphasize the fundamental needs of thinking educationally in terms larger than villages, counties or states. It was arranged that the Federal Commissioner should issue a proclamation to every school in America, setting aside a special day in the autumn of 1917 to be devoted to exercises interpreting the meaning of the war and the duties of American educators in this national crisis. The Educational Director was authorized, in the name of the conference, to send letters to the principal educators of America asking for their co-operation in these plans and also in plans for attacking the problem of the immigrant as a fundamental problem of our public education.

On October 13, 1917, a second conference growing out of this assembled at the Bar Association, New York City. There were present five college presidents and the official representatives of about sixteen colleges and educational foundations. It was resolved:

*First*, that the colleges and universities of the country be requested to contribute speakers to aid in the work of interpreting to the people the meaning of the war.

*Second*, that committees be appointed to aid in the development of courses of instruction relating to the training of citizens. Such courses were to be planned for elementary, intermediate and high school, as well as for college and university work.

*Third*, that the colleges and universities be requested to donate specially qualified members of their faculties to work in co-operation for one year in patriotic propaganda and in the study of great problems of education which especially affect citizenship in a republic.

These resolutions were unanimously approved, and under their sanction an appeal was sent asking colleges and universi-

ties to release professors on full salary for the work of the Campaign of Patriotism Through Education. In response to this invitation the presidents of ten universities, beginning with Columbia, Harvard, Williams and Johns Hopkins, at once intimated a willingness to release the best qualified professors who could be spared from their academic work. Dr. Lovejoy, who was offered by President Goodnow as Johns Hopkins' representative, and Dr. Frederick M. Davenport, of Hamilton College, refused the appointments. But the following men accepted, for periods varying from one year to a few months:

|  |           |
|--|-----------|
| Prof. Franklin H. Giddings, representing | COLUMBIA  |
| Prof. William Bennett Munro,        "    | HARVARD   |
| Prof. William Henry Schofield,       "   | HARVARD   |
| Prof. Claude Halstead VanTyne,       "   | MICHIGAN  |
| Prof. Walter P. Hall,                 "  | PRINCETON |
| Prof. Melancthon F. Libby,           "   | COLORADO  |
| Prof. Ephraim D. Adams,             "    | STANFORD  |

(The representative from the University of Oregon has not yet been designated.)

These representatives were sent into various sections of the United States, with the understanding that they should:

*First*, push propaganda for interpreting the meaning of the war in every possible way, in co-operation with public officials, educators, newspapers, churches, universities, granges, labor organizations, and all other available bodies.

*Second*, study the general education problems of the country with a view to adjustments in the days of reconstruction.

This work has proved very successful and is still in progress.

Princeton's representative, Professor Walter P. Hall, spent several months in Oregon, Washington and Idaho, living a part of the time in the camps with the big timber workers, discussing problems of government and the war in the centers of the I. W. W. Harvard's representative, Professor W. B. Munro, Professor of Municipal Government, spent several months in California, and spoke to most of the leading educational institutions in the state and to many labor organizations, commercial clubs, mass meetings, etc. Professor



W. H. Schofield travelled for several months in the Middle West, representing jointly the Scandinavian Foundation of which he is president, Harvard University which regularly sends an exchange professor to five western colleges, and the educational work of the National Security League. He spoke extensively and with very great success. Professor Franklin H. Giddings spent several months in Florida and other southern states where he greatly influenced educational thought and did a valuable work in the interpretation of the war. Professor C. H. VanTyne made extensive tours in Ohio, Indiana, Illinois and Michigan, and has since spent several months in the east where he has spoken to the school teachers of about fifteen cities and has made numerous public addresses. He has also written a number of important propaganda and educational articles for newspapers and magazines. He is now Regional Director for the League in the district once known as the northwest territory.

Professor Ephraim D. Adams has spent three months in New England where he was instrumental in starting the Lawrence Plan, which represents a promising educational experiment in the teaching of American ideals in the public schools. The Massachusetts Board of Education has permitted two especially qualified teachers from the State Normal School at Lowell, Miss Blanche A. Cheney and Miss Alma McCrum, to take charge of the experimental work in the Oliver School at Lawrence where the experiments are to be made. The Oliver School is well adapted for this work, being a public school with about fourteen hundred children of all grades up to the high school, and with forty teachers. This experiment is under a board of directors composed of five men: Bernard M. Sheridan, Superintendent of Schools, Lawrence, Mass., Chairman; John J. Mahoney, Principal of State Normal School, Lowell, Mass., Secretary; Ephraim D. Adams, Professor of History, Leland Stanford University; Paul H. Hanus, Professor of the History and Art Teaching, Harvard University; Albert Bushnell Hart, Professor of Government, Harvard University. They are conducting it without the control of either the National Security League or of the Massachusetts Board of Education, both of which however are represented upon the Board of Directors and upon the Advisory Committee, which consists of H. H. Chamberlain, Payson Smith and R. M. McElroy.

The League has financed the experiment in the school to the extent of five thousand dollars, and is to publish the results as they are ready to be announced.

This is only the most important of the many results which have followed from Professor Adams' residence in New England. He has now returned to California where he will be the Regional Director for the League, having in charge the states of Washington, Oregon and California. He will there continue the work in which he has been so successful in New England, in recognition of which he received the degree of LL.D. from Tufts College.

Professor M. F. Libby, representing the University of Colorado, has spent six weeks in the main office in New York and compiled the little catechism called "War Points for Americans" which we used in the teachers' training courses in the summer schools of forty-six states during the past summer, and of which we have distributed several hundred thousand copies, chiefly to teachers. Professor Libby is now Regional Director for the League in a Region which includes Colorado, Arizona, New Mexico, Utah and Wyoming. He has undertaken the task of inducing each of these five states to make courses upon the meaning of the war compulsory for all seventh and eighth grade children. He has presented this plan to the educational authorities in Colorado and has forwarded to the main office letters of approval from the state superintendent of education, Mrs. Mary C. C. Bradford, recently President of the National Education Association, from the Governor of the state, and from every district school superintendent in the state. These letters, together with a letter of approval from Federal Commissioner Claxton, have been embodied in a little pamphlet meant to make available for the representatives of the League in other states the methods by which Professor Libby has organized the state of Colorado. Professor Libby is confident that Utah, Arizona, New Mexico and Wyoming will at once follow the course agreed upon in Colorado.

Meanwhile, on November 17, Colonel Lydecker, now President of the League, moved in the Executive Committee that as a national necessity and as a war measure we call on every board of education, school commissioner and school committee to put into the curricula of the schools without delay as part of each day's actual tuition, facts showing why

we are at war with Germany, and the duty of every American to support the conduct of the war loyally and by service. The resolution also suggested a committee to confer with the members of the Board of Education of New York City offering them the co-operation of the League in any way deemed proper to the future of their work. This suggestion resulted in a meeting with Dr. Arthur Somers, then regarded as likely to be the next President of the Board of Education, and six other prominent members of the New York educational system. After full discussion of plans and aims, a friendly understanding was reached which has given us easy access to the Board of Education since that time. Their friendly interest in the educational work of the League has been of great value.

## **II.—State-wide Propaganda Campaigns.**

### **NEW YORK.**

The first general propaganda campaign undertaken on a large scale was the state-wide speaking campaign in New York. President MacCracken of Vassar was in charge of the work of organization and most of the detail work was done by Professor Burges Johnson. Several other patriotic organizations were associated with us in the movement which was planned upon a generous scale, and carried out with admirable precision. We had thirty-six prominent speakers, and during the six days of the campaign large mass meetings were addressed by them in every county in the state of New York, meetings running in numbers to as large as ten thousand. This campaign was largely financed by the League, but its success was chiefly due to President MacCracken and Professor Johnson.

### **NEW JERSEY.**

Immediately following this we proceeded to organize the state of New Jersey and the state of Vermont for similar campaigns.

The New Jersey campaign was planned and conducted by the National Security League, local organizations co-operating.



The burden of the work was borne by W. E. Remington, now a member of this Executive Committee. He gave a full month of his time to the task and succeeded in carrying out a very elaborate, well conceived plan. This plan was embodied later in a pamphlet which we gave to the Committee on Public Information when it started its national campaign.

## VERMONT.

Our Vermont campaign was equally successful, and on the basis of these experiments we formed plans for a nationwide campaign, to consist of a State War Council, followed by a series of mass meetings, which in turn were to be followed by the organization of a house to house canvass, in each state.

### **III.—Plans for the Bureau of Public Information.**

At this point the National Committee on Public Information decided to attempt to co-ordinate under one leadership all the propaganda organizations in America. Mr. Arthur E. Bestor, Secretary of our Committee on Patriotism Through Education, was selected to lead this co-ordinating movement as Director of the Speakers' Division of the Committee on Public Information. He called together the representatives of twenty-three societies who were asked to constitute an advisory committee of the Division of public speaking. As a member of this committee and as having been directly connected with the conduct of three state-wide propaganda campaigns, your Educational Director was asked to suggest detailed plans for a national campaign to be conducted by the allied societies under the direction of the Bureau of Public Information. He was allowed to select two other members to work with him, and together they presented the following report, which was unanimously adopted:

"The sub-committee appointed by the inter-patriotic organization meeting called by Mr. Bestor on October 31, 1917, begs to submit the following unanimous report:

"First, that the organization represented in this confer-

ence be urged to unite in conducting, beginning Thanksgiving Day, 1917, a national intensive campaign designed to bring to the people of America an intelligent understanding of the meaning of the war. That such an understanding is of vital importance to the winning of the war is a self-evident proposition. That such an intelligent understanding is by no means universal is also self-evident.

"Second: We suggest that this campaign be conducted upon lines somewhat as follows:

"1. That large cities—New York, Boston, Philadelphia, Chicago, St. Louis, Louisville, Kansas City, Milwaukee, St. Paul, New Orleans, Atlanta, Cleveland, San Francisco, etc.—be organized under the direction of local committees appointed by the State Councils of Defense and the Woman's Committee of the National Council of Defense, and that plans for such organization be reported by Mr. Bestor at the next general meeting of this council of patriotic societies.

"2. That, as a preliminary to the intensive campaign, it is important that committees operate in each state:

"(a) To collect, catalog, and grade according to the size of the audience to which they are fitted, patriotic citizens of the state who have the ability to speak and are willing to take part in a state-wide speaking campaign.

"(b) To collect information concerning all important ready-made audiences likely to be convened within the state during the next six months or a year, and to correspond with the organizers of these meetings with a view to getting permission to place before them able speakers to expound the meaning of the war.

"(c) To approach all the newspapers in each state and to try to induce them to promise to give to the state-wide campaign and the arguments presented by the speakers the largest possible publicity.

"3. That as soon as these committees are ready to report, or to make a preliminary report, a war conference for the state be organized to consist of delegates sent to some specified

point from every school district in the state. That this war conference be organized somewhat as follows:—

“Four or five speakers of the greatest ability and prominence in the country—speakers of national reputation—be enrolled for the task of visiting in succession the war conference of each state. That this program be arranged in such a way as to give these speakers the best opportunity to inspire the delegates with the importance of winning the war, with the danger of a premature peace, with the vital necessity of having the people of every respective district clearly understand what the war means and why America was compelled to intervene. That during the war conference, which would normally occupy parts of two days, the delegates shall consider in body the question of what are the strategic points within the state, that is, the points at which large mass meetings ought to be held. That these points be marked on the map of the state, and when they have been finally decided, arrangements be made for the largest and most representative possible meeting at each point, and that teams of speakers—the most eminent speakers that can be gotten—be sent from one of these points to the other, within a week addressing each of them.

“That similarly about each of these points where mass meetings have been held there shall be organized in the same way local campaigns, and that on the basis of the county or the school district mass meetings be conducted by the state speakers whose names have been collected by the local committee, these meetings to reach back into the country as far as possible, even to be organized as family gatherings or as meetings in small schoolhouses or churches. That a campaign of this description follow in each state the state war conference. That schedules for the states be arranged in such a way as to make it possible for a small group of the most eminent speakers in the country to make continuous tours, addressing the state-wide mass meetings, taking each state in turn.

“4. That the societies here represented are impressed with the belief that complete education of the public demands that a similar campaign be conducted for the soldiers in the cantonments.

"5. That a sub-committee acting for these allied patriotic societies be appointed to add all possible force to the so-called 'Wider Use Movement.'"

Respectfully submitted,

MRS. ANTOINETTE FUNK,  
Woman's Committee of the Council of National Defense.

CHARLES P. NEILL,  
Commission on Training Camp Activities, War Dept.

ROBERT McNUTT McELROY,  
Educational Director National Security League.

This is the general plan upon the basis of which Mr. Bestor's Bureau has conducted its campaign of propaganda. War Councils and mass meetings have been held in many states, and the National Security League has endeavored in every way to contribute to their success.

#### **IV.—Separation of the Speakers' Bureau.**

By the middle of October, 1917, the work of the Speaker's Bureau had reached a point at which it demanded more time than could be given by any one then in the League, without injury to other important activities. Dr. Thomas J. Preston, Jr., offered his services as a volunteer and on October 15 entered upon the work of scheduling speakers and planning speaking campaigns. At the same time Mrs. Preston was persuaded to come to New York and assume the duties of Secretary of the Bureau of Patriotism Through Education.

A few weeks later, by resolution of the Executive Committee, the Speaker's Bureau was erected into an independent department, and Dr. Preston was made its Director, reporting directly to the Executive Committee.

#### **V.—The New York-Chicago Exchange of Lecturers.**

As the problems before the Bureau of Patriotism Through Education gradually became clearer through constant study, we began to feel that the quickest method of accomplishing the

results which we had in mind was to organize a campaign for the teaching of teachers. As a preliminary to this campaign we suggested to the Boards of Education of New York and Chicago that they arrange, in conjunction with the National Security League, an exchange of patriotic speakers in order that the public school teachers of these two cities might hear discussions concerning the meaning of the war from men especially qualified to speak upon that subject. Both boards agreed to arrange for compulsory attendance at these lectures, and W. A. Evans, Clifford G. Roe, H. Franklin Rall, Andrew C. McLaughlin, Theodore G. Soares, Marcus Kavanagh, John Dill Robertson, John D. Shoop, representing Chicago, and Talcott Williams, Job E. Hedges, Isaac Lansing, Thomas W. Churchill, Robert Moore, Robert McNutt McElroy, representing New York, addressed thus within five days about twenty-eight thousand public school teachers. The report from each Board of Education after the exchange was over bore testimony to the fact that it had been a very valuable experience. The following letters and telegrams are fair examples of many received.

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#### TELEGRAM.

NEW YORK, March 22, 1918.

DR. R. M. McELROY,  
Jefferson Hotel,  
St. Louis, Mo.

Courses of lectures finished. Everyone delighted with results. President Somers, Supt. Straubenmüller and Mr. Preston send greetings and congratulations. This will be forerunner of a nation-wide movement for Patriotic Education. Shall leave for Chicago Saturday one o'clock Central, Train forty-one. Home noon Sunday.

JOHN D. SHOOP.  
Supt. of Schools of Chicago.

12:22 A. M.



BOARD OF EDUCATION  
THE CITY OF NEW YORK  
500 PARK AVENUE

March 23, 1918.

DR. ROBERT M. McELROY,  
National Security League,  
19 West 44th Street,  
New York City.

MY DEAR DR. McELROY:

I am quite enthusiastic over the result of the lecture course given during the past week. Everywhere I have heard the finest things about the lectures. We are indebted to the Board of Education of the City of Chicago, Ill., for their generous co-operation and more especially to the distinguished lecturers, who honored us with their presence, namely:

Mr. Clifford G. Roe  
Dr. W. A. Evans  
Dr. Frank H. Hall  
Judge Marcus Kavanagh  
Prof. Andrew C. McLaughlin  
Dr. John Dill Robertson  
Prof. Theodore G. Soares

You may be interested in reading a copy of one of the many letters I received, which is enclosed. This expresses how enthusiastic the teachers feel about the course.

With best wishes, believe me,

Very truly yours,

ARTHUR S. SOMERS.  
President, Board of Education.

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March 21, 1918.

MY DEAR MR. SOMERS:

I cannot allow another day to pass until I tender you my personal gratitude for the splendid treat you have provided in the wonderful lectures which I have enjoyed these four days past.

What a fine idea, and what splendidly capable men were selected for this work.

After each lecture I would say, "this is most certainly the best lecture we have had as yet," and so it goes every day.

I can scarcely wait for to-morrow's lecture, and regret exceedingly it will be the last one.

If the parents of the children in our schools could only have such an opportunity, perhaps we would bring them around to right thinking.

Be that as it may, will you please accept my thanks for your thoughtfulness.

Gratefully yours,

EMMA M. AVERY.

Teacher, N. Y. Public Schools.

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TELEGRAM.

CHICAGO, ILL., March 27, 1918. 2:04 A. M.

R. M. McELROY,

National Security League,

19 West 44th Street, New York, N. Y.

The Principals of Chicago desire to express a deep sense of gratitude to the Board of Education of New York for sending superinspiring lecturers to this city in the recent exchange. A tide of patriotic fervor and devotion is sweeping our schools and city.

(Signed) JOHN D. SHOOP.

Supt. of Schools of Chicago.

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April 6, 1918.

TO THE NATIONAL SECURITY LEAGUE AND CO-WORKERS—  
*Greeting:*

We, the Superintendent and Principals of the First District of the Chicago Public Schools, desire herewith to express our warm appreciation of the inspiring patriotic addresses re-

cently made to the teaching force of the district by:—Robert M. McElroy, Professor Robert Moore, Honorable Job E. Hedges, Dr. Thomas W. Churchill, Dr. Isaac Lansing, and Dr. Talcott Williams.

The words of these speakers have enlarged our vision, enriched our understanding, and strengthened our desire for greater service in this world crisis.

We also wish to thank the National Security League for its generous and splendid work in summoning the loyalty and devotion of the citizens of America to the aid of their Government.

Respectfully submitted,

M. ELIZABETH FARSON,  
MARY F. WILLARD,  
Committee.

1732 Sherman Avenue,  
Evanston, Illinois.

The New York-Chicago Exchange of War Lecturers was the beginning of a plan which we hope to extend during the coming academic year to many of the great cities of America. The Commissioner of Schools of St. Louis has expressed himself as willing to arrange such an exchange between the boards of education of six cities of the general class of St. Louis. This will be taken up at the beginning of the next term.

## **VI.—The Independent as Our Official Organ.**

At about this time we received from the editors of The Independent, without solicitation on our part, an invitation to make that journal the official organ of the Committee on Patriotism Through Education. We accepted the invitation, and a special issue, with a specially designed cover, inaugurated the beginning of this relationship. The engagement provided that we should furnish an article for each issue of The Independent for fifteen consecutive weeks, discussing in these articles the questions most fundamental to the Campaign of Patriotism Through Education. That series has now been completed successfully, and there is ground for believing that the articles have accomplished important results.

As you will see by inspection of the March 9th issue of *The Independent*, we were able to secure as favorable to the plans of Patriotism Through Education the name of every State Commissioner of Education in the United States except Dr. E. W. Butterfield of New Hampshire, who has since indicated his complete willingness to co-operate with us. The list of college presidents given in the same issue shows that the same is true of the heads of the most important institutions of higher learning in America.

## **VII.—Teaching Teachers in Summer Schools.**

Several months ago we conceived the idea that the summer vacation might be used for gathering into definite centers large numbers of school teachers who could thus be brought face to face with eminent speakers and teachers especially qualified to speak concerning the meaning of the war. At first, after consultation with certain of the professors who had been assigned to our work by the colleges, we thought of establishing independent centers, but after correspondence with certain other educators it seemed wiser to make use of existing summer schools for this purpose. We accordingly sent a letter to the directors of about seven hundred teachers' summer schools, asking whether they would be willing to schedule as a part of their regular summer work, a course designed to interpret the war to the teachers and to give them a larger vision of the possibilities of their profession, in connection with the cause for which we are fighting.

The responses were uniformly favorable, and in order to procure teachers of the necessary power of inspiration and world outlook, we selected fifty names of men whose ways of life and whose special training have fitted them for this super-teaching. To each of these inspirational speakers we sent a letter asking that he donate a month of his summer vacation to the work of teaching teachers. A sufficient number accepted the commission, and in order to add to the inspirational speeches systematic courses conducted by professional teachers we sent to the universities and colleges whose facilities number more than fifty a letter asking them to donate professors for the work. In reply we received the names of about two

hundred professors and instructors who expressed themselves as willing to undertake this work, without compensation other than their actual personal expenses.

The list of those thus generously giving their services will be of permanent interest to the League, and although long, I think it wise to insert it.

- Bailey, Dr. L. H., Harrisonburg, Va., State Normal, July 1, 2, 3  
Baton Rouge, La., State University, July 15, 16  
Natchitoches, La., State Normal, July 18, 19  
Austin, Tex., University, July 22  
San Marcos, Tex., State Normal, July 23  
Huntsville, Tex., Sam Houston College, July 25, 26  
Tallahassee, Fla., State College for Women, July 29, 30, 31
- Buffa, Dr. P. L., Brooklyn N. Y., Adelphi College, July 24
- Brown, Dean C. R., Los Angeles, University of Calif., July 9, 10, 11  
Los Angeles, University of So. Calif., July 9, 10, 11  
Berkeley, University of Calif., July, 3rd week
- Carver, Dr. T. N., Johnson, Vt. State Normal, July 23, 24, 25
- Churchill, Dr. T. W., Collingswood, N. J., State Summer, July 19  
Ocean City, N. J., State Summer, July 19
- Crowne, Prof. J. V., Newark, Del., College, July 15-19
- Davage, Dean M. S., Beaumont, Tex., Summer School, July 13, 14  
Fort Worth, Tex., Summer School, July 17  
Houston, Tex., Summer School, July 15  
La Grange, Tex., Summer School, July 11  
Waco, Tex., Summer School, July 19  
Waedler, Tex., Summer School, July 12
- Duniway, Pres. C. A., Des Moines, Ia., Drake University, June 13, 14  
Des Moines, Ia., Highland Park College, June 13, 14  
Emporia, Kans., State Normal, June 12  
Lawrence, Kans., University, July 10, 11
- Eberhart, Gov. A. O., Newark, Del., Delaware College, July 22-25
- Eby, Prof. Frederick, Marshall, Tex., Bishop College  
Tyler, Tex., Summer School
- Fraye, Dr. W. A., Minneapolis, University of Minn., July 1, 2, 3  
Morris, Minn., State Summer, July 5, 6  
Crookston, Minn., State Summer, July 8, 9  
Moorehead, Minn., State Summer, July 10, 11  
St. Cloud, Minn., State Summer, July 12, 13  
Duluth, Minn., State Summer, July 15, 16  
Winona, Minn., State Summer, July 18  
Mankato, Minn., State Summer, July 19
- Gillespie, J. E., Rio Grande, O., College, June 24-Aug. 2



- Guthrie, Prof. W. B., Gunnison, Colo., State Normal, June 24-29  
 Reno, Nev., University, July 1-6  
 Laramie, Wyo., University, July 8-13  
 Boulder, Colo., July 15-20  
 Ft. Collins, Colo., July 22-27  
 Greeley, Colo., State Teach. College, Aug. 5-10
- Hart, Dr. H. H., Minneapolis, Minn., University, July 12  
 Valley City, N. D., State Normal, July 16  
 Minot, N. D., State Normal, July 15, 16  
 University, N. D., University, July 13, 14  
 Grand Forks, N. D., July 13, 14
- Hedges, J. E., Ocean City, N. J., State Summer, July 13
- Hobbs, Prof. W. H., Pittsburg, Pa., University, July 8-Aug. 17
- Howerton, Prof. J. R., West Raleigh, N. C., State College of Agriculture, July 2, 3  
 East Radford, Va., Normal, July 30  
 Princeton, W. Va., Aug. 20, 21
- Hubbart, Prof. H. C., State College, Pa., Summer Session for Teachers, July 1-Oct. 10
- Hunt, Dr. G., East Radford, Va., State Normal for Women, July 2, 3, 4  
 Salem, W. Va., Salem College, June 24, 25
- Judd, Prof. C. H., Chicago, Ill., Gregg School, July 24  
 Chicago, Ill., Applied Arts Summer School, July  
 Chicago, Ill., National Summer School of Music, July  
 Chicago, Ill., National Kindergarten and Elementary College, July  
 Chicago, Ill., American College of Physical Education, July
- Libby, Prof. M. F., Boulder, Colo., University, July and Aug.
- McElroy, Dr. R. M., Ocean City, N. J., State Summer, July 13
- Metcalf, T. W., Newton, N. J., State Summer, Aug. 3  
 Grove City, Pa., College, July 11, 12  
 New Concord, O., Muskingum College, July 8, 9
- Mitchell, Pres. S. G., College Station, Tex. A. and M. College, June 24, 25  
 Athens, Ga., University of Georgia, July 11, 12, 13  
 Savannah, Ga., July 15
- Moore, Dean L. B., Hampton, Va., Institute, July 5  
 Montgomery, Ala., July 12  
 Taladega, Ala., July 9  
 Shreveport, La., July 16  
 New Orleans, La., July 18  
 Prentiss, Miss., July 30  
 Lexington, Miss., Aug. 2

- Alexandria, Miss., July 17  
 Gulfport, Miss., July 26  
 Md. Bayou, Miss., Aug. 5  
 Clarksdale, Miss., Aug. 5  
 Tupelo, Miss., Aug. 10  
 Starksville, Miss., Aug. 13  
 Columbus, Miss., Aug. 13  
 Jackson, Miss., July 26  
 Brookhaven, Miss., July 29
- Odell, Dr. W. P., Burlington, Vt., University, July 16, 17, 18
- Otis, Prof. W. B., Logan, Utah, Agricultural College, June 17, 18  
 Salt Lake, Utah, University, June 20, 21, 22  
 Albion, Idaho, State Normal, June 13, 14, 15  
 Boise, Idaho, Summer School, July 22, 23  
 Bellingham, Wash., State Normal, July 15, 16  
 Cheney, Wash., State Normal, June 10, 11  
 Ellenburg, Wash., State Normal, July 18, 19, 20  
 Puyallup, Wash., State College of Washington, July 5, 6, 8  
 Seattle, Wash., University of Washington, July 9, 10, 11  
 Tacoma, Wash., College of Puget Sound, July 5, 6, 8  
 Eugene, Ore., University, June 27, 28, 29  
 Portland, Ore., Reed College, July 1, 2, 3  
 Portland, Ore., Summer School of Primary Method, July  
 1, 2, 3
- Potts, Dean C. S., Weatherford, Tex., Aug. 2  
 Denton, Tex., N. Tex. Normal, July 30  
 Arline, Simmons Summer School, July 31
- Pearson, Prof. C. C., Boothbay Harbor, Me., Commonwealth Colony,  
 July 29-Aug. 3  
 Newark, Del., College, July 12, 13
- Rall, Dr. H. F., Ames, Ia., State College of Agriculture, July 12
- Richmond, Pres. C. A., Kent, O., State Normal, June 24, 25, 26  
 Defiance, O., College, June 28, 29  
 Bluffton, O., Menonities, July 2, 3  
 Richmond, Va., Union University, June 18, 19
- Shiels, Dr. A., Albuquerque, N. Mex., University, June 26, 27  
 Las Vegas, N. Mex., Normal University, June 27, 28, 29  
 Silver City, N. Mex., State Normal, June 24, 25
- Sperry, Prof. E. E., Cape Girardeau, Mo., State Normal, June 20, 21, 22  
 Wichita, Kans., Fairmont College, June 24, 25  
 Atlanta, Ga., Lanier University, July 10, 11  
 Auburn, Ala., Polytechnic Institute, July 4, 5  
 Tuskegee, Ala., Inst. Summer Session for Teachers, July 8, 9  
 Meridian, Miss., Summer School, July 1, 2  
 Paris, Tex., Summer Normal, June 27, 28

- Sullivan**, Dr. J., Cedar Falls, Ia., State Teacher College, July 18, 19  
 Des Moines, Ia., Drake University, July 15, 16  
 Des Moines, Ia., Highland Park College, July 15, 16  
 Peru, Neb., State Normal, July 10, 11, 12  
 Bowling Green, Ky., State Normal, July 1, 2  
 Memphis, Tenn., State Normal, July 8, 9  
 Murfreesboro, Tenn., State Normal, July 18, 19  
 Nashville, Tenn., State Normal, July 3, 4
- Sutton**, Dean W. S., Amarillo, Tex., July 17, 18  
 Corpus Christi, Tex., Aug. 1, 2  
 Austin, Tex., Phair School, July 18  
 Stephenville, Tex., J. Tarleton A. College, July 15, 16  
 Denton, Tex., College Industrial Arts, Aug. 12  
 Canyon, Tex., W. Tex. Normal, Aug. 14, 15, 16
- Thomas**, Bishop N. S., Bozeman, Mont., State College A. and M. Art,  
 July 10, 11, 12  
 Gunnison, Colo., State Normal, July 17, 18, 19
- Thompson**, Prof. Holland, Chapel Hill, N. C., College, July 24  
 Elizabeth City, N. C., Normal, July 19, 20  
 Fayetteville, N. C., Normal, July 22, 23  
 Greensboro, N. C., Normal, July 29  
 Winston-Salem, N. C., Normal, July 15
- Tucker**, Dr. St. G., Athens, O., University, July 16
- Van Tyne**, Prof. C. H., Ann Arbor, Mich., University of Michigan,  
 July 4  
 East Lansing, Mich., Agricultural College, July 1, 2, 3  
 Marquette, Mich., State Normal, July 16, 17, 18  
 Charlottesville, University of Virginia, June 21, 22, 23
- Van Zile**, Dr. E. S., Sioux City, Ia., Morningside College Summer  
 School, July 8, 9  
 Aberdeen, S. D., North. Normal Industrial School, June  
 18, 19  
 Brookings, S. D., State College, June 24, 25, 26  
 Huron, S. D., College, June 20, 21, 22  
 Madison, S. D., State Normal School, June 28, 29, 30  
 Vermillion, S. D., University, July 4, 5  
 Yankton, S. D., College, July 2, 3
- Vincent**, Dr. G. E., Athens, O., Ohio University, July 1  
 Springfield, O., Wittenberg College, July 2  
 Angola, Ind., Tri-State College, July 11  
 Indianapolis, Ind., Teachers College, July 3  
 Indianapolis, Ind., Normal College of Gymnastics, July 3  
 Indianapolis, Ind., Butler College, July 3  
 Terre Haute, Ind., State Normal, July 5  
 Charleston, Ill., Eastern Ill. State Normal, July 4  
 DeKalb, Ill., North. Ill. State Normal, July 10  
 Macomb, Ill., West. Ill. State Normal, July 9

- Normal, Ill., State Normal University, July 8  
 Urbana, Ill., University of Ill., July 5
- Wilson, M. P., City College, New York, July 24  
 Hunter College, New York, July 12
- Winship, Dr. A. E., Manhattan, Kans., State Agricultural, July 29, 30  
 Pittsburg, Kan., State Normal, June 12, 14  
 Las Vegas, N. Mex., Normal University, June 17-19  
 Fayetteville, Ark., June 20-22  
 Tahlequah, Okla., June 10-12  
 Gainesville, Fla., State University, July 8-12  
 Rock Hill, S. C., Winthrop College, July 15-19  
 Bowling Green, Ky., State Normal, July 22-26  
 Lewiston, Idaho, State Normal, Aug. 1, 2  
 Missoula, Mont., State Normal, Aug. 5  
 Provo, Utah, B. Young University, Aug. 7  
 Salt Lake City, Utah, Patriotic Rallies, Aug. 8, 9  
 Montgomery, W. Va., Institute, Aug. 12  
 Port Pleasant, W. Va., Institute, Aug. 13  
 Huntington, W. Va., Institute, Aug. 14, 15  
 Princeton, W. Va., Institute, Aug. 18, 19  
 Logan, W. Va., Institute, Aug. 20, 23  
 Chicago, Cook Co. Institute, Aug. 25-27  
 Crown Point, Ind., Institute, Aug. 28, 29  
 East Greenwich, R. I., Academy, June 6
- Wrong, Prof. G. M., Ann Arbor, Mich., University, July 17

We then prepared or selected special literature to be used in the courses which we proposed to offer in the summer schools after the speakers had done their work. Each school or group of teachers was asked to determine whether it would offer a one week course, a two weeks' course or a six weeks' course, and we agreed to furnish free the literature prepared for each course.

In the formation of these plans we had the constant assistance of Professor C. H. VanTyne of the University of Michigan, Professor Libby of the University of Colorado and Professor H. D. Thompson of Princeton. Professor Thompson's long experience in charge of the University schedules at Princeton, and his unusual knowledge of Educational problems made him invaluable. Under his skillful direction the work has been completed; the literature has been placed in the hands of about three hundred thousand teachers; the courses have been conducted in many schools, and the inspirational speakers have faced their audiences in forty-three states.

Our plan is to follow the work in the teachers' summer schools by a similar work in the teachers' institutes held in almost every state at various periods of the year. In this way we hope to reach within twelve months, a majority of the rural teachers of America, with inspirational speakers, with courses, or with special literature which the teachers have undertaken to study.

The most important bi-product of this campaign is the leave of absence without pay granted by Princeton University to Professor Thompson for the whole of the coming academic year, which he may devote entirely to the educational work of the League.

### **Professor Thompson's Report.**

Professor Thompson's report shows that we have sent eminent patriotic speakers to one hundred and sixty teachers' summer schools, sixty-eight of which lie west of the Mississippi Valley, and eighty-two in the remaining states. Of the southern schools, thirty-two are schools for negro teachers, eight of which are in Texas. He reports that he has distributed or is about to distribute, free of charge, one hundred and forty thousand "Teacher's Handbooks," and two hundred and twenty thousand "War Points for Americans," the vast majority of which have gone to summer schools, or to regular schools which will use them in their autumn work. The total bulk of this war literature is twenty-eight tons. In all we have thus reached, in one way or another, some three hundred teachers' summer schools, and the work above outlined is gradually merging into a similar work in the regular teachers' institutes.

As a further development of this work we have a tentative plan of dividing North Carolina into four districts each under a capable negro teacher, with the hope that we may reach during the winter months, November to February, every negro school in that state. Dr. Thompson estimates that this work, so vital to the interests of the country, could be done for about ten thousand dollars, plus the cost of the literature to be used.

In the June issue of the Journal of Education appears an editorial by Dr. A. E. Winship which gives, without solicitation from the National Security League, the editor's estimate of the value of this campaign for teaching teachers.



"The American people," he writes, "appreciate as never before the significance of making men. There are two great factors \* \* \* first: Make them physically, intellectually and morally worthy. Second: Make them 100 per cent. Americans. \* \* \*

"Fortunately the National Security League, R. M. McElroy, educational director, is meeting the professional need in an heroic way. This season the Security League will have expert, ardent, attractive, patriotic speakers tell the truth in a fearless way in 250 summer schools of universities, colleges, and normal schools. In this way 100 per cent. Americans will inspire more than 100,000 of the most enterprising teachers in the United States to make 100 per cent. Americans of more than 5,000,000 school children. (We reached 300,000).

"In these summer schools fully one-fourth of the students will be educational leaders as superintendents, principals, teachers in colleges and normal schools, and educational writers and lecturers who will influence teachers who are not in these summer schools.

"Never before has there been any activity in the United States, official or otherwise, that has promised a hundredth part as great educational service for democracy and humanity for all time in the same length of time as does this plan of the National Security League in the professional schools of June, July and August of 1918. All honor to the 250 institutions that welcome their speakers to their summer sessions."

### **VIII.—Further Activities and Sub-divisions of Activities under the Direction of the Committee on Patriotism Through Education.**

In October, 1917, we requested the Board of Education of Passaic, N. J., to release for the second term Miss Etta V. Leighton, whose long and unusually successful career as a teacher of civics in the public schools had made her an expert in that field. Miss Leighton's writings upon the problem of Americanization and kindred topics had given her a wide influence upon school teachers, and by travel and special study she had become unusually well qualified to deal educationally with

the problems raised by the war. The request was granted, at considerable self-sacrifice by the Passaic Board, and in January Miss Leighton entered upon her work as Civic Secretary for the National Security League.

With her help we have developed a number of far-reaching movements for helping the teachers of the country, and for spreading war propaganda. The most interesting are:

1. The Committee on Citizenship in Elementary Schools, organized to carry on the educational work of the League in schools. It has been, for the six months of its existence, in close touch and co-operation with elementary, high and Normal Schools, with the Federal Bureau of Education, and with the Educational Departments of Porto Rico, Cuba, the Philippines, and the Panama Canal Zone.

The advice and assistance of this Committee has been requested by agencies of varied character; thanks come for help in studying the issues of the war from The Effort League in Westchester County Penitentiary, from teachers in Probationary Schools, in Vocational Schools, in private and parochial schools, and in State Colleges. Teachers have not only read the literature prepared for the teaching of patriotism, but have sent in for solution their individual problems of class room procedure and propaganda. The Committee has become a clearing house of methods in teaching patriotism. Thousands of teachers all over the country are taking advantage of the consulting service, which costs them nothing but postage. They send their inquiries as to methods, or questions as to facts, their requests for helpful literature or advice as to the correlation of civics, history and current events, and receive promptly the information or help asked for. This service is possible because the National Security League is in close touch with every school system in the country, and through it the League is able to obtain information concerning successful experiments now in progress in the teaching of civics, history, and patriotism, and through correspondence is able to pass on to teachers everywhere the result of such work and explain the methods used.

2. Another important activity developed through Miss Leighton is the Correspondence Course in Patriotism. This course is a definite response to the expressed desire of the

teachers of the country for material on which they can base their lessons on our government and explain the meaning of democracy. Each mail brings in more applications for the course.

3. In response to a persistent demand for literature dealing with fundamental American ideals, the chart, "The Meaning of America," was prepared. It epitomizes not only the Meaning of America, but the reasons for our entrance into the World War. About twenty thousand copies of this chart have been distributed, chiefly to schools, labor organizations, and in connection with Americanization work, and requests for copies come from every section of the country.

4. The rural schools, in which 54 per cent. of our children are taught for the most part by young, inadequately trained teachers, present a peculiar problem. The Committee on Citizenship has given special thought to their needs and has prepared charts which will be of great benefit in giving in simple form material for lessons in civics and patriotism. The charts bear suggestions for their use by teachers, and constitute in themselves a course in methods.

5. During the week of the Chicago exchange lecture courses, the teachers of New York sent in requests for follow-up material, and sent definite questions concerning their classroom problems. Hundreds of letters answering the individual questions were sent out by this department, and to meet the general need for follow-up material, a booklet, "The Second Line Trench," was prepared, which many teachers say has been of real service to them.

6. Two nation-wide celebrations were engineered, the first of these, the Lincoln Day Celebration, to combat the propaganda which alienated Russia and to arm the people against premature peace. The three cardinals of the Roman Catholic Church and the church dignitaries of other denominations all co-operated, and on the Sunday before February 12th, by sermons and special services, carried out the Lincoln Celebration plan. On Lincoln Day, State Departments of Education and Governors co-operated in Security League celebrations which were held in every state.

In this Lincoln Day celebration the Masons, the Knights of Columbus, the G. A. R., and other fraternal and patriotic societies co-operated with us.

The second celebration was a nation-wide service of song on Flag Day, June 14th. In this celebration twenty-eight governors of States co-operated by proclamation and statement. Magazines and newspapers explained the plan, and in motion picture houses throughout the country, the 141st anniversary of the flag was celebrated by the singing of "The Star Spangled Banner" and other war songs.

Advantage was taken of opportunities to explain the work we are doing by speaking at meetings in Chicago, Atlantic City, and Pittsburgh, each time to groups representing many states and thousands of teachers. A score of conferences with teachers in Pittsburgh and Chautauqua, and an address on Memorial Day before the Colored Division of the Maryland Council of Defense afforded opportunity to forward the work of the League.

### **IX.—Americanization Work.**

The Bureau of Patriotism Through Education has been called on for help in Americanization by groups throughout the country. Information as to methods and plans in use in various parts of the country have been circulated through this department, and the service has been much appreciated.

Conferences and correspondence with the New York Board of Education's Committee on the preparation of a syllabus of war facts for use in the New York public schools was one activity of this department.

Helping to plan courses in citizenship teaching and Americanization for Normal schools, and co-operating with the U. S. Department of Labor, the W. S. S. Bureau, and with patriotic and fraternal societies, have been other features of the work.

The women of America are being organized for pro-American propaganda. The U. S. Department of Women's War Work has circulated the story of this campaign initiated by the Civic Secretary. It includes the women of Councils of Defense, Teachers' Organizations, and many other groups of



individuals. Their motto is "For every Hun lie uttered, we will utter an American truth." The propaganda is in response to General Pershing's message, "We will smash the German line in France, if you will smash Hun propaganda at home." It includes the sending, in letters to our soldiers, of slips bearing messages of encouragement written in the French language.

Close co-operation with the libraries of the country has been obtained, and the service has been extended to private, public, Sunday School and club libraries, as well as to State Libraries and the Library of Congress. Every branch of the National Security League is provided with a leaflet concerning library service, showing how the League literature can be made a factor in the community life and how a Letter Writing Squad of the Branch League can do effective propaganda work. The Library Story Tellers frequently confer or correspond with the Civic Secretary.

Authors and publishers have availed themselves of our judgment as to what is good patriotic material, and the League literature has been made the basis of many courses of study and of books published by State Educational Departments for the use of the schools.

## **X.—Campaign for the English Language.**

Another important activity in which we are engaged is that of the Campaign for the English Language. Realizing that the vital interests of this country demand English as the basic language, we have successfully sought to influence the public school systems of New York directly, and of other sections less directly, to abolish the use of all foreign tongues as a substitute for English, to suppress the teaching of German in the public schools as unnecessary and as a harboring place for German propaganda, and to try to bring all of the races of our country to the point where the use of English will be instinctive with them. Our influence in procuring the favorable action of the New York Board of Education in this particular matter was certainly considerable, and the influence of their decision throughout the country was almost inestimably great. Our Committee on Citizenship for the Elementary



Schools has issued a circular letter to superintendents of schools asking them to take advantage of inventory time to rid their systems of books containing German propaganda, and has conducted an inquiry into the question of the discontinuance of German teaching throughout the country. The information thus secured has been widely disseminated and has added strength to the movement for a one language nation.

### **XI.—Editorial Work.**

The editorial work of the Bureau, during the past year, has been very great. About two hundred manuscripts ranging in size from brief pamphlets to considerable volumes, have been carefully read by a succession of readers under the direction of Mrs. McElroy. Of these over fifty have been accepted and printed, either among the regular publications of the League, or through friendly agencies, such as the Independent.

### **XII.—Speeches of the Educational Director.**

In addition to these activities which have developed during the year, the Educational Director has personally addressed 104 meetings whose audiences aggregate 129,775. Of these meetings forty-three were composed wholly or in a very large measure of public school teachers.

### **XIII.—Some Pending Questions.**

There are at present under consideration several matters which may result in new activities of great importance.

*First*, Dr. Liberty Hyde Bailey has recently suggested a plan for the organization for national service of rural communities. He is now in Texas lecturing in a number of summer schools in connection with our campaign for teaching teachers. The matter will be taken up again upon his return.

*Second*, The Federal Commissioner of Education, Dr. Claxton, has suggested a plan for the more efficient distribution of war material for teachers and school children. If we can carry out his ideas we shall accomplish an educational work of unparalleled magnitude.

*Third*, We are also considering the preparation in the Italian language, of a booklet upon the issues of the war. It is to be of about sixty-four pages, more elementary in character than our Teacher's Handbook; and in its distribution we shall probably have the assistance of the Order of the Sons of Italy, an organization with over a thousand lodges.

*Fourth*, Professor Braested, the famous Oriental scholar, has submitted an interesting and carefully elaborated plan for a new type of patriotic organization in American high schools. His suggestions are soon to be considered by a conference of representative high school teachers and principals. The preliminary report made by Dr. Wolfson, principal of the Commercial High School of New York City, is favorable to the plan, and he hopes before long to be able to launch the movement.

May I say, in conclusion, that the extraordinary development of the work of the Bureau during the past year has been due in part to the fact that the President of the League and the Executive Committee have always been ready to act promptly and to finance liberally when new and promising chances of service have arisen. It has been due also to the fact that the American public is eager for leadership and readily responsive to constructive ideas upon questions of public education. The nation is beginning to realize that we are not educationally equipped for our tasks, and is ready to act. The possibilities open to the League are therefore dazzlingly brilliant, if only we can command the means necessary for meeting our opportunities. These chances are not likely to return. A motto of Washington says, "In time of peace prepare for war," but as we look forward to the future of this great country we must realize that this is only half a motto, for we must add, "In time of war prepare for peace." The days of isolation for America have passed

forever. We have taken our place as a vital factor among the great nations of the world. We can never again dare to think locally or to dream the dream of isolation. Our educational facilities must be keyed to a future of world thinking, and we must remember as an educational organization that the world can never be made safe for an ignorant and an inefficient democracy.

Very sincerely yours,

ROBERT McNUTT McELROY,  
Educational Director.

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The purpose of this committee is to enlighten the public mind with reference to the war, to emphasize the necessity of a sound, well administered system of public education as the basis of democracy, and to bring about a closer union of all the educational forces of the country with reference to the fundamental problems of popular government.

FOR FURTHER INFORMATION ADDRESS THE  
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